

## **BERKELEY SCHOOL DISTRICT**

229 E. Main Street  
Moncks Corner, SC 29461

**GRADES** PK-12

**ENROLLMENT** 26,412 Students

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

**FISCAL AUTHORITY** District Board

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL DISTRICT REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	14	4	0	0

#### **IMPROVEMENT RATING:**

**AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This district met 36 out of 37 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Good	Average	No

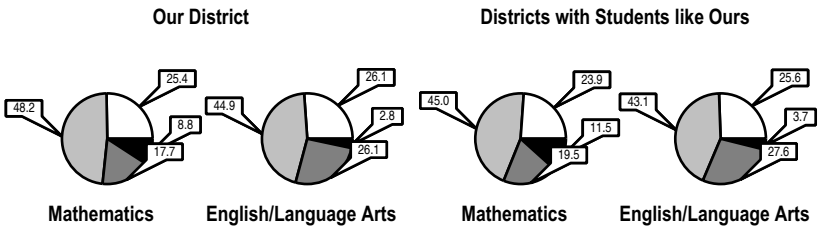
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	80.7	N/A	N/A	76.4	N/A	N/A
<b>Passed 1 subtest</b>	10.6	N/A	N/A	12.8	N/A	N/A
<b>Passed no subtests</b>	8.8	N/A	N/A	10.8	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	12.4	14.5
<b>Seniors who met the SAT/ACT requirement</b>	13.6	14.8
<b>Seniors who met the grade point average</b>	36.5	49.6

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	12,643	99.7	26.1	45.0	26.1	2.8	28.9
Gender							
Male	6,515	99.7	31.6	45.4	21.5	1.5	23.0
Female	6,128	99.7	20.3	44.7	30.8	4.2	35.0
Racial/Ethnic Group							
White	7,416	99.7	20.4	45.3	30.7	3.7	34.4
African-American	4,529	99.7	35.3	45.2	18.3	1.3	19.5
Asian/Pacific Islander	222	99.1	14.2	38.4	40.5	6.8	47.4
Hispanic	423	98.8	34.6	42.7	19.2	3.5	22.7
American Indian/Alaskan	39	100.0	22.9	45.7	31.4	0.0	31.4
Disability Status							
Not Disabled	10,508	99.8	20.2	46.8	29.7	3.3	33.0
Disabled	2,135	99.3	55.1	36.4	8.0	0.5	8.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	12,643	99.7	26.1	45.0	26.1	2.8	28.9
English Proficiency							
Limited English Proficient	241	97.1	56.3	32.2	10.3	1.1	11.5
Non-Limited English Proficient	12,402	99.8	25.6	45.2	26.3	2.9	29.2
Socio-Economic Status							
Subsidized meals	6,947	99.7	32.9	46.1	19.4	1.6	21.0
Full-pay meals	5,695	99.8	17.9	43.8	34.0	4.3	38.3
Mathematics							
All Students	12,645	99.8	25.3	48.2	17.7	8.8	26.5
Gender							
Male	6,517	99.8	25.6	48.0	17.0	9.3	26.3
Female	6,128	99.9	25.0	48.4	18.4	8.3	26.6
Racial/Ethnic Group							
White	7,418	99.8	18.4	47.8	22.1	11.7	33.8
African-American	4,529	99.9	37.0	49.3	10.3	3.5	13.8
Asian/Pacific Islander	222	100.0	10.0	42.1	26.8	21.1	47.9
Hispanic	423	99.8	30.6	46.2	14.7	8.4	23.1
American Indian/Alaskan	39	100.0	17.1	54.3	20.0	8.6	28.6
Disability Status							
Not Disabled	10,508	99.9	19.7	49.9	20.2	10.2	30.4
Disabled	2,137	99.7	53.0	39.6	5.4	2.0	7.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	12,645	99.8	25.3	48.2	17.7	8.8	26.5
English Proficiency							
Limited English Proficient	241	99.6	46.0	39.8	11.9	2.3	14.2
Non-Limited English Proficient	12,404	99.8	25.0	48.3	17.8	8.9	26.7
Socio-Economic Status							
Subsidized meals	6,949	99.8	32.8	49.3	13.0	4.8	17.8
Full-pay meals	5,695	99.8	16.4	46.9	23.2	13.6	36.8

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	2,037	99.7	18.8	37.6	38.2	5.4	43.6
	Grade 4	2,048	99.6	24.5	47.0	27.3	1.2	28.6
	Grade 5	2,163	99.4	32.4	52.4	14.5	0.7	15.2
	Grade 6	2,202	99.8	32.8	42.0	20.4	4.8	25.2
	Grade 7	2,143	99.2	32.7	49.6	16.2	1.5	17.6
	Grade 8	2,171	99.3	36.5	49.1	13.0	1.5	14.4
<b>2004</b>	Grade 3	2,031	99.5	14.6	35.6	43.3	6.5	49.8
	Grade 4	2,085	99.7	18.7	46.0	32.6	2.7	35.3
	Grade 5	2,077	99.8	26.2	52.5	20.6	0.7	21.3
	Grade 6	2,251	99.7	39.0	37.6	20.6	2.8	23.5
	Grade 7	2,125	99.9	28.9	50.9	18.1	2.1	20.2
	Grade 8	2,092	99.7	28.9	50.8	18.2	2.1	20.2

<b>Mathematics</b>								
<b>2003</b>	Grade 3	2,037	99.9	19.2	53.1	19.8	8.0	27.7
	Grade 4	2,048	100.0	20.5	49.0	17.7	12.7	30.5
	Grade 5	2,163	99.9	31.7	50.1	13.9	4.3	18.2
	Grade 6	2,202	100.0	23.4	42.4	23.0	11.2	34.2
	Grade 7	2,143	100.0	31.7	42.1	16.4	9.7	26.2
	Grade 8	2,171	100.0	30.5	52.6	12.3	4.6	16.9
<b>2004</b>	Grade 3	2,031	99.6	19.7	61.4	15.6	3.3	18.8
	Grade 4	2,085	99.9	21.2	47.9	19.7	11.2	30.8
	Grade 5	2,077	100.0	26.9	46.0	17.3	9.8	27.2
	Grade 6	2,251	99.9	25.3	42.1	22.4	10.2	32.6
	Grade 7	2,125	100.0	26.7	45.0	16.6	11.7	28.3
	Grade 8	2,092	99.7	34.2	48.7	12.2	4.9	17.1

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	2,020	95.9	13.0	26.8	35.8	24.4	60.2
<b>Gender</b>							
Male	1,015	96.1	17.0	28.1	33.8	21.1	54.8
Female	1,005	95.8	9.0	25.5	37.9	27.7	65.6
<b>Racial/Ethnic Group</b>							
White	1,139	96.4	9.0	20.2	39.1	31.8	70.9
African-American	766	95.6	19.1	36.9	30.7	13.3	44.0
Asian/Pacific Islander	50	94.0	N/A	23.3	44.2	32.6	76.7
Hispanic	55	92.7	20.0	26.7	35.6	17.8	53.3
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	1,758	96.4	6.4	26.7	39.2	27.6	66.9
Disabled	262	92.7	58.2	27.4	12.2	2.1	14.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,020	95.9	13.0	26.8	36.7	24.4	60.2
<b>English Proficiency</b>							
Limited English Proficient	22	90.9	47.1	29.4	17.6	5.9	23.5
Non-Limited English Proficient	1,998	96.0	12.7	26.8	36.0	24.6	60.5
<b>Socio-Economic Status</b>							
Subsidized meals	886	95.4	20.8	34.8	29.9	14.6	44.4
Full-pay meals	1,134	96.4	7.0	20.6	40.4	32.0	72.4

<b>Mathematics</b>							
All Students	2,020	96.0	14.1	30.9	36.7	18.4	55.1
<b>Gender</b>							
Male	1,016	96.1	15.1	30.0	33.8	21.1	54.9
Female	1,004	96.0	13.0	31.8	39.6	15.6	55.2
<b>Racial/Ethnic Group</b>							
White	1,138	96.5	9.4	23.7	41.3	25.5	66.9
African-American	767	95.7	20.9	42.0	30.4	6.6	37.1
Asian/Pacific Islander	50	94.0	7.0	27.9	27.9	37.2	65.1
Hispanic	55	92.7	20.0	31.1	31.1	17.8	48.9
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	1,758	96.5	7.5	31.4	40.4	20.7	61.1
Disabled	262	93.1	59.2	26.9	11.3	2.5	13.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,020	96.0	14.1	30.9	36.7	18.4	55.1
<b>English Proficiency</b>							
Limited English Proficient	22	90.9	23.5	23.5	47.1	5.9	52.9
Non-Limited English Proficient	1,998	96.1	14.0	30.9	36.6	18.5	55.1
<b>Socio-Economic Status</b>							
Subsidized meals	886	95.5	21.8	37.0	31.9	9.3	41.2
Full-pay meals	1,134	96.5	8.1	26.1	40.4	25.4	65.8

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All students	1,481	96.2%	1,485	12.4%	1,641	75.6%	N/A
<b>Gender</b>							
Male	712	96.2%	713	12.1%	857	71.1%	
Female	747	96.7%	772	12.7%	784	80.6%	
<b>Racial/Ethnic Group</b>							
White	903	98.4%	873	17.3%	954	78.2%	
African American	494	93.3%	547	3.5%	616	71.4%	
Asian/Pacific Islander	27	92.6%	29	24.1%	31	83.9%	
Hispanic	26	92.3%	21	23.8%	28	71.4%	
American Indian/Alaskan	7	85.7%	9	0.0%	9	66.7%	
<b>Disability Status</b>							
Not disabled	1,381	97.0%	1,386	13.3%	1,478	80.4%	
Disabilities other than speech	79	86.1%	99	0.0%	163	31.9%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	1,444	96.4%	1,485	12.4%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	3	I/S	5	0.0%	10	30.0%	
Non-LEP	1,444	96.5%	1,480	12.4%	1,627	76.0%	
<b>Socio-Economic Status</b>							
Subsidized meals	494	93.3%	424	2.1%	587	67.5%	
Full-pay meals	960	98.0%	1,061	16.5%	1,054	80.2%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	96.2%	94.8%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	1,641	709
Number of Diplomas	1,241	541
Rate	75.6%	76.3%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	497	493	502	500	999	993
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.0	17.3	18.1	18.0	18.7	17.9	18.8	18.1	18.5	18.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 26,412)				
First graders who attended full-day kindergarten	94.6%	N/C	96.1%	97.2%
Retention rate	6.5%	Up from 5.4%	5.1%	5.3%
Attendance rate	95.9%	Up from 95.4%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%		5.1%	5.1%
Eligible for gifted and talented	9.5%	Up from 8.7%	15.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 11.2%	11.7%	10.9%
Older than usual for grade	6.0%	Down from 6.2%	4.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 1.8%	1.2%	1.1%
Enrolled in AP/IB programs	5.9%	Down from 6.7%	10.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	301	Down from 353	233	157
Completions in adult education GED or diploma programs	165	Down from 210	50	39
Annual dropout rate	3.2%	Down from 4.4%	4.0%	2.9%
Teachers (n= 1,632)				
Teachers with advanced degrees	52.8%	Up from 48.7%	50.0%	50.0%
Continuing contract teachers	84.6%	Up from 78.9%	85.6%	84.6%
Highly qualified teachers**	92.9%	N/A	92.1%	92.5%
Teachers with emergency or provisional certificates	3.4%		3.9%	4.4%
Teachers returning from previous year	89.1%	Down from 89.3%	91.0%	89.9%
Teacher attendance rate	94.7%	Down from 94.9%	94.9%	94.7%
Average teacher salary	\$40,517	Up 2.5%	\$40,766	\$40,566
Vacancies for more than nine weeks	0.4%	N/C	0.3%	0.3%
Prof. development days/teacher	11.6 days	Down from 12.1 days	12.4 days	12.0 days
District				
Superintendent's years at district	7.0	Up from 6.0	3.5	3.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 22.1 to 1	21.4 to 1	21.0 to 1
Prime instructional time	89.4%	Up from 89.1%	89.5%	89.5%
Dollars spent per pupil*	\$6,769	Down 1.0%	\$7,135	\$7,217
Percent of expenditures for teacher salaries*	54.3%	Down from 56.1%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	93.5%	Down from 96.9%	97.4%	97.3%
Number of schools	35	Up from 34	16	8
Number of magnet schools	2	Up from 0	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	5.3%	Down from 12.0%	3.1%	4.3%
Average age in years of school facilities	17	Down from 18	26	26
Number of schools with SACS accreditation	35	Up from 34	14	8
Average administrator salary	\$66,887		\$67,194	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	8 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board
<b>Average Number of Hours of Training Annually</b>	63.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Berkeley County is committed to high performance and measured improvement. We believe in a strong academic emphasis in the early grades, full-day instruction at all levels and extended learning opportunities for students who need either remediation or enrichment.

The 17 construction and renovation projects funded through the 1999 Bond Referendum are now complete. The third of the three new referendum project schools, Sangaree Middle, opened this year. Additional building needs are currently being addressed. A new K-8 school on Daniel Island is under construction, plans are being developed for a new high school in the Carnes Crossroads area, and plans are being developed to renovate three additional middle schools.

Teachers and district personnel continued the aggressive pursuit of competitive grants to supplement a diminished budget and enrich the curriculum. In all, teacher-written grants totaled over \$1M; district grants added \$1.4M to that total. Additionally, 25 teachers, representing 17 schools, earned prestigious National Board Certification, bringing the district total to 112.

Berkeley students continued to measure up. One hundred four (104) eighth graders achieved Junior Scholar status. Additionally, 31 seventh graders qualified as Duke TIP talent recipients, earning automatic Junior Scholar status as eighth graders. College bound senior SAT scores continued to improve. The composite score has risen 58 points over the past five years. Of the six traditional TriCounty high schools that broke 1,000 on the composite, Berkeley claimed three: Goose Creek, Stratford and Hanahan. 2004 graduates earned nearly \$10M in scholarships: \$8.7M academic; \$1.3M athletic.

Concern regarding the usefulness of the state testing program in identifying instructional needs of individual students prompted the district to adopt MAP (Measure of Academic Progress), a proven diagnostic testing program. The district also approved the concept of developing small learning communities in the high school environment. This year Stratford and Cross High Schools are piloting 9th Grade Academies.

We are especially proud that in May the United States Department of Justice filed a joint motion with the Berkeley County School District to dismiss a desegregation order that had been pending since 1970. US District Court Judge Norton signed the order of dismissal on May 26 and declared that the District had achieved unitary status. We are one of only seven South Carolina districts that have earned such status.

Dr. J. Chester Floyd, Superintendent